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*The Universities of Ancient Greece.* By JOHN W. H. WALDEN.  
New York: Scribners, 1909. Pp. xiv+366. \$1.50 net.

This book gives a vivid picture of the Greek rhetorical and philosophical schools of the first five centuries of our era. The author's conclusions are based upon a careful study of the original sources, but by confining the erudite apparatus of his investigation to footnotes, he has produced a volume that is of value not only to the classical specialist but to all interested in the history of education. With a well-developed faculty for seizing upon the essential points of a narrative and a marked predilection for the human interest he has exploited with rare effectiveness the mine of information contained in the rhetorical treatises of the later Empire.

Anticipating the objection which may be raised to his use of the term "University," that no charters of incorporation were granted them, the author points out that at Alexandria the Museum was a royal foundation, at Constantinople the Capitolium was rigidly organized under the direction of the emperor, and at Athens and Antioch teachers and students formed a recognized body in the community. Moreover, "apart from these more formal aspects of the question, the essential elements of the university, the teachers and students, the spirit of learning, the enthusiasm for intellectual ideals, were present in all these centres."

The first four chapters deal with preliminary matters, including a sketch of education at Athens in the fifth and fourth centuries B.C., an analysis of the conditions that obtained during the Macedonian period, and a discussion of the attitude of the state toward education. Without undue emphasis on the parallel it is shown that as early as the fourth century B.C. the educational system was divided into three grades corresponding roughly to our own: the elementary, the secondary, and the college or university instruction. The subjects taught in the elementary school were reading, writing, gymnastics, music, and in some places drawing. In the secondary school the boy came under the direction of the *γραμματικός*, whose instruction covered the fields of grammar, meter, history, morals, etc.; special attention was paid to reading aloud and to speaking. To this grade also belonged the study of geometry and arithmetic. In the college or university period philosophy and rhetoric were the chief subjects. A comparison with the Roman system would have been outside the scope of our author's work, but *mutatis mutandis*, many sections of his description could be applied to the Roman schools, so closely do they seem to have followed their Greek models.

In his picture of the rivalry between philosophy and rhetoric in Greek university centers, Walden traces the steps by which from the days of Aristotle rhetorical studies steadily gained the advantage. Even after the Roman conquest, the policy of the conquerors to abstain as far as possible from interference in the local affairs of Greek municipalities had resulted in a vigorous political life in those communities, and this fact contributed to the interest

in oratory. Students flocked to the schools because it was universally recognized that the oratorical skill which a rhetorical training gave was the most effective instrument for a successful public career.

In regard to the salaries for professors ordained by Antoninus Pius, Walden adopts the view of Zumpt ("Ueber den Bestand d. phil. Schule") that the salaries were to be paid by the municipalities except in cases where the municipalities were unable to do so. In the latter case, the emperor was to pay them.

In his discussion of the social position of the professors, the school houses, the holidays, and student customs and traditions the author has drawn many parallels with the college life of our own time. He has illustrated this part of his book by copious quotations from the writings of the sophists, especially from the letters and speeches of Libanius, whose pages abound in interesting details of academic life in Athens, Constantinople, and Antioch. On all subjects connected with the college or university career—from the hazing of a Freshman to the efforts of a professor to secure an increase in salary—Libanius speaks with the authority of one who knows.

For the details of the courses pursued in the schools of sophistry the principal source used is Theon's *Progymnasmata*, and emphasis is rightly laid on the fact (p. 203) that in him we have our most valuable source of information on the subject. Several recent treatises on ancient education would have accomplished their purpose more effectually if their authors had studied Theon as carefully as they studied Quintilian.

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*Six Greek Sculptors.* By ERNEST A. GARDNER. London: Duckworth & Co.; New York: Scribners, 1910. Pp. xvi+260. 81 plates. \$2.00.

A new book on Greek sculpture from the hand of Professor E. A. Gardner is a welcome addition to our literature on the subject. His *Handbook of Greek Sculpture* has been, since its publication in 1897, the chief up-to-date source on the subject for English readers. The present volume belongs to a publishers' series, the same in which Mrs. Eugenie Sellers Strong's book on *Roman Sculpture* was published in 1907. It is not a history of Greek sculpture, but is intended, in the words of the Preface, for those "who desire to supplement what general outlines of this history they may have learnt by a more vivid realization and appreciation of the work of the leading artists." The main discussion is preceded, however, by both a general introduction on the "Characteristics of Greek Sculpture" and by a chapter on "Early Masterpieces," and is followed by a chapter on "Hellenistic Sculpture." These chapters, like the rest of the book, though the treatment is chronological, are not primarily historical, and one need not be disappointed that neither the Aegina nor